AGGRESSION REPLACEMENT TRAINING
MORAL REASONING INSTRUCTION EVALUATION

Group: _____ Date: _____

Problem Situation: _____

In the various phases, did I ask questions to:

Phase 1: Introduce the Problem Situation

❑ Remind the group of the ground rules for discussion?
❑ Make sure the group understood the problem situation (e.g., "Who can tell the group just what Jerry's problem is? Why is that a problem?")?
❑ Relate the problem situation to the group members' everyday lives (e.g., "Do problems like this happened? Who has been in a situation like this? Tell the Group about it.")?

Phase 2: Cultivate Mature Morality

❑ Establish mature morality as the tone for the meeting (e.g., eliciting reconstructing and listing on easel pad or chalkboard mature reasons for each positive majority decision)?

Phase 3: Remediate Moral Development Delay

❑ Use more mature group members and the list of reasons (Phase 2) to challenge the hedonistic or pragmatic arguments of some group members?
❑ Create role-taking opportunities in other ways as well (e.g., "What would the world be like if everybody did that? How would you feel if you were Bob?")?

Phase 4: Consolidate Mature Morality

❑ Make positive decisions and mature reasons unanimous for the group (e.g., "Are there any strong objections if I circle that decision as the group decision and underline that reason as the group's number one reason?")?
❑ Praise the group for its positive decisions and mature reasons (e.g., "I'm really pleased that the group is able to make so many good, strong decisions and back them up with good, strong reasons." "Would the group like to tape this sheet onto the wall?")?

In General

❑ *(Prior to the session)* Did I review the leader notes?
❑ Did the group members follow the ground rules (concerning listening, confidentiality, and the rest)?
❑ Were all group members interested and involved? (If not, list the names of uninvolved group members.)
❑ Was some constructive value found in every serious group member comment?
❑ Was the should supported and relabeled as strong (e.g., "Yes, it does take guts to do the right thing . . .)?
❑ Did I make notes regarding the meeting and individual group members?
❑ Did I consult with my supervisor and/or peer leaders to process issues or technical questions I may have?